

**TEACHING READING COMPREHENSION ON ANALYTICAL
EXPOSITION TEXT THROUGH SCHEMA ACTIVATION STRATEGY**

*(A Pre Experimental Research on the Eleventh Grade Students of SMA N 1
Sekadau Hulu in Academic Year 2012/2013)*

A RESEARCH JOURNAL

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TEACHING READING COMPREHENSION ON ANALYTICAL EXPOSITION TEXT THROUGH SCHEMA ACTIVATION STRATEGY

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Abstrak: Penelitian ini difokuskan pada pengajaran pemahaman membaca teks analitikal ekposisi kedalam strategi skema aktif. Ini adalah sebuah disain dari pre experimental dengan disain 1 grup pre- test dan post-test. Peserta dalam penelitian ini adalah kelas XI IPA 1 dari tingkat sebelas siswa dari SMA Negeri 1 Sekadau Hulu pada tahun akademik 2012/2013, yang berjumlah 29 siswa. Data penelitian dikumpulkan dengan memberikan 30 soal dalam bentuk pilihan ganda ke 29 orang siswa. Data dianalisis dengan menggunakan rumus t-test dan tingkat efektifitas. Hasil penelitian mengindikasikan bahwa mengajar pemahaman membaca kedalam strategi skema aktif meningkatkan kemampuan siswa dalam memahami teks analitikal ekposisi. Efektifitas penggunaan strategi tersebut adalah efektif.

Kata kunci : Membaca, SAS, Teks Analitikal Ekposisi.

Abstract: This research is focused on teaching reading comprehension on analytical exposition text through schema activation strategy. It is a pre experimental design with one group pre-test and post-test design. The subject is Grade XI IPA 1 of the eleventh grade students of SMA Negeri 1 Sekadau in academic year 2012/2013, numbering twenty nine students. The data were collected by giving 30 multiple choice items to the 29 students. The data were analyzed by t-test and effect size formula. The result indicate that teaching reading comprehension through Schema Activation Strategy increases students ability on analytical exposition text. Its effectiveness is high.

Key words: Reading, SAS , Analytical Exposition Text

Reading is a process of perceiving and understanding written language, which needs technique for the students to be able to comprehend the text quickly and accurately. According to Pang (2003:74), it enables students to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life. Readers need to be able to comprehend what they are reading that involves the process of acquiring grammatical structures and vocabulary and meaning. In reading comprehension, there are five component aspects of reading. The first is main idea, supporting detail, pronoun referent, vocabularies, and the last inferent of the aspects.

According to Lems, Miller & Soro (2010:170), reading comprehension is the ability to construct meaning from a given written text. Besides, they explain that reading comprehension is not a static competency, it varies according to the

purposes for reading and the text is involved. Therefore, the suitable reading comprehension strategy influence students ability in comprehending the reading texts. It involves may teacher and students in an active teaching and learning process to understand the content and meaning of their reading material.

However, based on the researcher's observation in the KKM at SMA Negeri 1 Sekadau Hulu, on the eleventh grade students in the first semester, students are expected able to comprehend analytical exposition text. Nevertheless, many students had problem in comprehending the text, especially occurred in SMA Negeri 1 Sekadau Hulu. The students got difficulty particularly on analytical exposition text. Analytical exposition text is a text tells the readers about the phenomenon surrounding and persuade the reader that the idea is important matter. Based on the writer's experience as the English teacher of SMA Negeri 1 Sekadau Hulu, most of the eleventh grade students did not pass the minimum adequacy criteria (SKM) used at school in comprehension of analytical exposition text that is 69.

The students had poor skills in specific information. They lacking of ability to guess the information from the text. It was because they were lack the information, so they did not master the specific information of the text. The students were lazy to find each information in the paragraph by themselves. This affected to other reading component such vocabulary, main idea and pronoun referent.

The lacking of ability in specific information made the students got trouble in identifying main idea in the text. Then they also had a problem in vocabulary, so it made their did not know found the meaning of the word without the dictionary. It made them got trouble in identifying information which was described such as phenomenon surrounding of the te. Therefore, it made them were difficulty in grasping main idea, they had to understand all of information to conclude main idea.

Based on the above problem, the researcher tried to apply Schema Activation Strategy (SAS) to solve it. In this strategy apply to the them to encourage becoming more active in the classroom. According to C ondace & Vaughn (1991:154) said that schema activation strategy is designed to get students to think and apply what they are known in the stories. Schema Activation Stratey consist of five steps: explain, analyze, define, compare and illustrate the information by their prior knowledge to connect the information on the text. It also helps students to understand the whole reading text. In addition, it creates a condition in which students could practice and involve in active comprehension by calling on their personal prior knowledge and text knowledge. Thus, the researcher would apply this strategy to know the effectiveness that strategy if it applies in SMA Negeri 1 Sekadau Hulu especially in teaching reading comprehension on analytical exposition text.

METHOD

This research is a pre experimental design, namely the one - group pre-test post-test design. Cohen, Manion, & Morrison (2000:213) represent the one - group pre-test post-test design as below:

$O_1 \quad X \quad O_2$

The design in the present research is illustrated as follows:

1. O_1 is the pre-test in form of written test to measure the students' reading ability on analytical exposition text before the treatment.
2. X is the treatment; that is teaching reading comprehension on analytical exposition text through Schema Activation Strategy.
3. O_2 that is post-test to measure students' reading ability on analytical exposition texts after the treatment.

The result of pre-test post-test of students will be counted. The writer will measure and compare the result of both tests to know wheather Schema Activation Strategy increase students ability on reading comprehension on analytical exposition text.

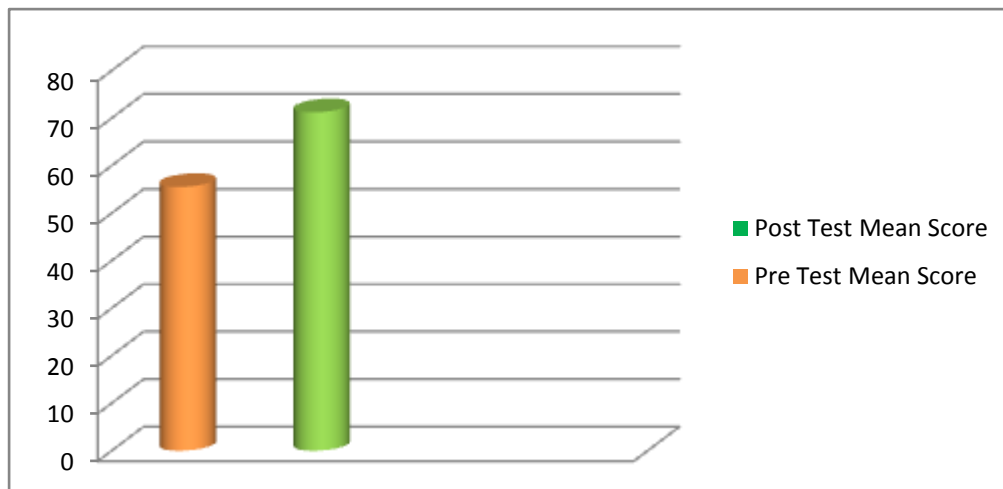
The population in this research is first semester of eleventh grade students of SMA Negeri 1 Sekadau Hulu in academic year 2012/2013. There are two classes in this school. English Teacher of eleventh grade students in this school also suggested taking sample from XI IPA 1 class which consist of 29 students.

The present research applied measurement technique to collect the data. Weiner (2007:4) defines measurement technique as a systematic, replicable process by which objects or events are quantified and classified with respect to a particular dimension and usually achieved by the assignment of numerical values. Measurement technique is a technique to collect quantitative data in the form of score or achievement. The tool of the data collection was a written test, especially objective test. It was designed to measure the students ability before and after the treatment. The form of objective test was multiple choice test with five options of which only one is correct by choosing the appropriate answer whether a, b, c, d or e based on the text that had given. Thirty multiple choice items were considered being adequate enough for this measurement. And from scoring point of view, each item is scored 1. Therefore, the highest score was 30 and the lowest score was 0. To find out the ability of students on reading comprehension on analytical exposition text through Schema Activation Strategy, the used t-test and effect size formula were applied.

FINDINGS AND DISCUSSION

a. Findings

After the treatment, the subject could increase their ability in reading skill from 55.52 in the pre-test to 71.24 in post-test as can be seen in the following chart.



Graphic 1: Comparison of pre - test and post- test result

Based on the statistical analysis, the t value was 15.26 and the effect size was 2.83. It indicated that Schema Activation Strategy increased students' reading ability on analytical exposition text. Its effectiveness is high.

b. Discussion

The findings show that the application of using Schema Activation Strategy increased students' ability on analytical exposition text in reading comprehension. The t value score was 15.26, higher than t table $\alpha = 0.05$ (2.048). The effectiveness of using Schema Activation Strategy was high. It was 2.83, higher than 0.80. Thus, the application of Schema Activation Strategy is functional to teach analytical exposition text on reading comprehension. Mc Whorter (1989:76) claim Schema Activation Strategy ia an activating your background knowledge on a topic before reading make for effective learning. It can help students read, think, understand, and remember what they have read (Glass & Zygouris-Coe 2006).

In view of theoritical framework and related studies, Nuttal (1982: 21) stated that the aims of teaching reading comprehension is to develop the students' ability in extracting the message from the text contents. Teaching reading comprehension, the teacher was trying to put some information to the students' mind.

C ondace & Vaughn (1991:154) said that schema activation strategy is designed to get students to think and apply what they are known in the stories. Schema Activation Strategy consist of five steps: explain, analyze, define, compare and illustrate the information by their prior knowledge to connect the information on the text. It also helps students to understand the whole reading text. In addition, it creates a condition in which students could practice and involve in active comprehension by calling on their personal prior knowledge and text knowledge.

Based on the findings, theoretical and related studies proved that the use of Schema Activation Strategy was very effective to increase students' ability in teaching reading comprehension on analytical exposition text to Grade XI students of SMA Negeri 1 Sekadau Hulu in Academic Year 2012/2013.

CONCLUSION

In conclusion Schema Activation Strategy was very effective to increase students' ability in teaching reading comprehension on analytical exposition text to Grade XI students of SMA Negeri 1 Sekadau Hulu in Academic Year 2012/2013. However, because of the lack of experience and the weaknesses of the researcher, it would be better for the other researchers to develop further research. In current research, the researcher only used a single group that is experimental group and one technique in data collecting. Further research, for example, involve two groups of treatment that is control and experimental groups and more than one technique of data collecting in order to collect the maximum data and analyze other factors that may influence students' ability. Teaching reading comprehension through Schema Activation Strategy could positively involve the students in reading actively. It helped the students in comprehending the text with their friends in the classroom. They were also having opportunity to discuss and share their ideas with their prior knowledge to solve the problems of the text. At the end, they could see made the ideas with their own knowledge. Schema activation Strategy also showed that this strategy could change the situation in the classroom to get more interesting in doing the task and finding solution for their problems in comprehending the text, especially in analytical exposition text.

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